

Lambeth Nursery Schools' Federation

Acting Executive Headteacher: Luke Page

Chair of Governors: Siobhan Turner

Holmewood, Maytree, Triangle, Effra and Ethelred Nursery Schools
with Maytree, Tree House, Clapham Manor, Effra and Ethelred Children's Centres



Curriculum Policy

This policy has been agreed and adopted by the Governing Body.

Date: 22nd November 2023

Signed by the Chair of Governors: Siobhan Turner

Policy review period: every three years

Created: Spring 2023

Next review: Autumn 2026

Our aim:

We aim to support and nurture every child's unique developmental journey. We believe young children learn best through direct, hands-on, real life experiences. They do not make distinctions between play and work and neither will the adults who support them.

We embrace and celebrate every child's uniqueness and ensure our provision, activities and resources are inclusive and reflect the diversity of our community and society. It's important that all children see representations of themselves within the nursery through the displays, books and resources that we use.

We are actively anti-racist and anti-discriminatory in our practice and we are proactive at addressing any barriers to inclusion including negativity, conscious or unconscious bias or stereotyping. The Federation is committed to promoting gender equality and eliminating gender discrimination.

We support children and staff to explore equality and diversity within the nursery without fear of making mistakes and with the confidence to find out more if they do not know. We support each other as a staff team to learn. We take those teachable moments where children show curiosity and develop those into teaching opportunities. There are opportunities throughout the year for children to learn about different communities and cultures, our families are often our best resource, we welcome parents and carers to share the special things they do at home and in the community. This helps children develop a strong sense of identity and respect each other which is at the heart of our curriculum.

Teaching approaches:

Each school within the federation shapes their curriculum to meet the needs of their children, using a variety of approaches and strategies including:

- progressive approach - personalised learning to enable each individual to reach their full potential.
- Froebel.
- trauma informed practice, including attachment theory.
- schemas.
- natural thinkers/forest schools.
- continuous provision - thoughtfully planned learning environments that provide consistent access to high quality, open ended resources.

We do not follow specific topics. Through observation of the children we find out about their interests and plan activities and experiences accordingly. We look at the changing world around us and also follow current national and international events, for example, the World Cup, The Olympics, local events, festivals, etc. Our learning intentions match the needs of the children; the activities to meet those learning intentions match the interests.

Our Intent:

- to offer a play based curriculum that celebrates childrens' interests and provides opportunity to develop their individuality, creativity and curiosity.
- to provide a safe, nurturing and enabling environment where children can feel secure and able to take risks in their learning.
- to develop positive relationships amongst children and adults.
- to create opportunities for children to explore, develop confidence, problem solve, and be resilient.
- to develop effective communicators, whether this be verbal or non- verbal, so they are able to express their needs, wants, feelings and ideas.
- to work in close partnership with parents and carers.
- to overcome barriers so that children develop a lifelong love of learning, and are ready for the next stage in their education.

We implement this by:

- Ensure learning experiences provided are broad and balanced and the seven areas of learning in the early years foundation stage are used in planning learning experiences. the areas of learning include:
 - the three Primary areas:
 - Personal, social and Emotional Development
 - Communication and Language
 - Physical Development
 - the four specific areas:
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- focusing on how children learn as well as what they learn. Characteristics of effective learning:
 - Playing and Exploring – children investigate and experience things and 'have a go'.
 - Active Learning – children concentrate and keep on trying if they encounter difficulty and enjoy achievements.
 - Creativity and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.
- introducing new skills with time to practice and consolidate.
- offering a range of child initiated, adult initiated and adult directed activities, with a focus on supporting children to be independent and confident learners.
- highly skilled and experienced staff, including Teachers, Early Years Educators, Teaching Assistants, mid day meal supervisors and Childcare practitioners.
- developing children's communication and interactions, introducing and practising new language and vocabulary.
- core books approach - using high quality texts to support and enhance learning across the curriculum.
- well resourced and motivating indoor and outdoor environments that provide access to open-ended resources.
- Making the most of the cultural capital of the local area.
- developing sustained shared thinking.
- seizing teachable moments carefully observing and responding where appropriate to extend learning.
- carefully observing children in play, recording observations and developments.
- creating effective home school links and positive relationships with parents and carers.
- providing a safe space for children and families and to provide access to help or support as required.

We measure the impact by:

- We use our observations and assessments to make judgments and inform our planning. Each child has a learning journey and a record of progress (paper record), we also record on an electronic tracking system to ensure they are making progress.
- Daily team meetings to discuss and evaluate teaching and learning and to plan next steps.
- Moderation of children's learning and progress across the federation to ensure consistency and common agreement.
- Asking for feedback from children, parents and carers about their experiences. and learning.